University of the West of England
BRISTOL

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Investigating Academic and Professional Practice in Higher Education				
Module Code	UTLGBP-15-M	Level	M	Version	1.1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL Module?	No
Owning Faculty	Arts, Creative Industries and Education	Field	Secondary Education and Lifelong Learning		
Department	Education	Module Type	Project		
Contributes towards	PG Cert Education PG Cert Education (Teaching & Learning in Higher Education) PG Cert Education (Teaching & Learning in Higher Education – Nurse /Midwifery Teacher) PG Dip Education MA Education				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	An active role in teaching in higher education, usually above a 0.5 position.		
Valid From	September 2016	Valid to	September 2021		

CAP Approval Date	8th March 2016

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module participants will be able to: 1. Consolidate their grasp of policy drivers for curriculum development and the environment of higher education (A); 2. Consolidate their analysis of the role and impact of learning technologies on teaching and learning at module, programme and institutional levels to take account of higher education sector level policies (A) 3. Consolidate their critical grasp of appropriate educational research methodologies and their ability to make and justify methodological choices (A) 4. Develop, lead and contribute to higher education curriculum development and programme design (A) 5. Identify an issue for inquiry, critically examine a selection of research in higher education, develop a potential small scale research proposal for an investigation and report on it considering questions of data collection interpretation and application to their own professional practice and context (A)

Syllabus Outline	Research proposals selected for study will include attention to
	(a) substantive issues such as:
	    • the social context of higher education
	    • policy issues in higher education

	• learning in higher education (including graduate studies) • processes of change and innovation • academic professionalism and (b) a range of educational research methodologies and methods
Contact Hours	15 hours
Teaching and Learning Methods	The learning approach is "research-based learning", including experiential learning, problem-based approaches, critical reading, dialogue and discussion and writing activities.
Key Information Sets Information	
Reading Strategy	All participants will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Participants will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. There is no central text for this module but there will be detailed further reading listed for different topics which will be available in the module handbook and on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders. All the further reading will be available from the library and from identified relevant sources such as bibliographical databases.
Indicative Reading List	Barnett R. (2005), Reshaping the university: new relationships between research, scholarship and teaching, Buckingham: Open University Press Bell L., Near M. and Stevenson H. (eds.), (2009), The future of higher Education: policy, pedagogy and the student experience, London: Continuum British Educational Research Association (BERA), (2011), Ethical Guidelines for Educational Research, London: BERA Booth, A., Papaioannou, D., and Sutton, A., (2012), Systematic approaches to a successful literature review, London: Sage. Crosling G., Thomas L. & Heagney M. (2008), Improving student retention in higher education: the role of teaching and learning, London: Routledge David M. & Bathmaker A-M (eds.) (2010), Improving learning by widening participation in higher education, London: Routledge Denscombe, M., (2014), The Good Research Guide for small-scale research projects, 5th Edition, Maidenhead: Open University Press Feldman H.R. & Greenberg M.J (eds), (2005), Educating nurses for leadership, New York: Springer Foster M. (ed) (2011), Working with cultural diversity in higher education, London:SEDA Garrison D. & Vaughan N. (2008), Blended learning in higher education: framework, principles, and guidelines, San Francisco: Jossey-Bass Gough S. & Scott W. (2007), Higher education and sustainable development: paradox and possibility, London: Routledge Healey, M. Jenkins, A. and Lea, J. (2014) *Developing research-based curricula in college-based higher education,* available from: https://www.heacademy.ac.uk/sites/default/files/resources/developing_research-based_curricula_in_cbhe_14.pdf

Mann S. (2008), The student experience of higher education, Maidenhead: Open University Press

Molesworth M., Scullion R. & Nixon E. (eds) (2011), The marketisation of higher education and the student as consumer [electronic resource], London: Routledge

Morley L. (2003), Quality and power in higher education, Maidenhead: SRHE & OUP

Savin-Baden M. & Wilkie K. (2006), Problem-based learning online, Maidenhead: Open University Press

Tennant M., McMullen C. & Laczynski D. (2010), Teaching, learning and research in higher education, London: Routledge

Tomlinson, M. (2014) Exploring the impacts of policy changes on student approaches and attitudes to learning in contemporary higher education: implications for student learning engagement, available from:

https://www.heacademy.ac.uk/sites/default/files/resources/Exploring_the_impact_of_policy_changes_student_experience.pdf]

Uys L.R. & Gwele N.S. (2005), Curriculum development in Nursing: Process and innovations, New York: Routledge

Wakeling, P., and Hampden-Thompson, G. (2013) Transition to higher degrees across the UK: an analysis of national, institutional and individual differences, available from: www.heacademy.ac.uk/resources/detail/Research/Postgraduate_transitions]

The following journals are also strongly recommended:

- Active Learning in Higher Education
- Assessment and Evaluation in Higher Education
- British Educational Research Journal
- British Journal of Sociology of Education
- Higher Education Quarterly
- Journal of Further and Higher Education
- Journal of Higher Education Policy and Management
- Learning and Teaching in Higher Education
- Pedagogy, Culture and Society
- Studies in Higher Education
- Studies in the Education of Adults
- Teaching in Higher Education

The following web sites are recommended for those on the Nursing and Midwifery Council route in relation to leadership and policy drivers:

- **http://www.kingsfund.org.uk/learn/leadership/index.html**
- **http://www.dh.gov.uk/en/Managingyourorganisation/PatientAndPublicinvolvement/index.htm**
- **http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4082332**
- **http://www.dh.gov.uk/en/publicationsandstatistics/publications/publicationspolicyandguidance/DH_085825**

Part 3: Assessment

Assessment Strategy	As a project module with one component the assessment strategy focuses on the reporting and evaluating of a potential small scale research proposal investigating and aimed at improving the participants' academic and/or professional practices. The assignment will need to meet the following three assessment criteria: **ALM: Conceptual Domain (Core)**

The assignment demonstrates that the participant can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories showing the ability to synthesise and/or transform ideas in the process of developing an argument.

In meeting this assessment criterion participants will be addressing the following dimensions of the UKPSF:

Areas of Activity
    A1 Design and planning of learning activities and/or programmes of study
    A3 Assess and give feedback to learners
    A4 Develop effective environments and approaches to student support and guidance
Core Knowledge
    K5 Methods for evaluating the effectiveness of teaching
    K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

BLM: Literature Domain
The assignment demonstrates that the participant can reference an extensive range of literature and utilise it in the development of analysis and discussion of ideas, including critical engagement with that literature.

In meeting this assessment criterion participants will be addressing the following dimensions of the UKPSF:

Areas of Activity
    A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating scholarship, research and the evaluation of professional practices

CLM: Contextual Domain
The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (eg personal, locational, historical, political etc) influencing the area of study and is able to critically engage with the contextual significance.

In meeting this assessment criterion participants will be addressing the following dimensions of the UKPSF:

Areas of Activity
    A4 Develop effective environments and approaches to student support and guidance
    A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating scholarship, research and the evaluation of professional practices
Professional Values
    V1 Respect individual learners and diverse learning communities
    V2 Promote participation in higher education and equality of opportunity for learners
    V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
    V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

UK Professional Standards Framework
By completing the taught module and the assignment participants will be addressing the following dimensions of the UKPSF:

Areas of Activity
    A1 Design and planning of learning activities and/or programmes of study
    A2 Teaching and/or supporting learning
    A3 Assess and give feedback to learners

| | A4 Develop effective environments and approaches to student support and guidance
A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating scholarship, research and the evaluation of professional practices
Core Knowledge
   K4 The use and value of appropriate learning technologies
   K5 Methods for evaluating the effectiveness of teaching
   K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching
Professional Values
   V1 Respect individual learners and diverse learning communities
   V2 Promote participation in higher education and equality of opportunity for learners
   V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
   V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

NMC Teachers' Standards
By completing the taught module and the assignment participants will be addressing the following elements of the NMC Standards:
7.1, 7.2, 7.4, 8.1, 8.4

2.   Facilitation of learning
     2.1. Promote development of enquiring, reflective, critical and innovative approaches to learning.
6.   Context of practice
     6.1. Support students in identifying ways in which policy impacts on practice.
     6.2. Contribute effectively to the process of change and innovation, implementing new ways of working that maintain the integrity of professional roles.
7.   Evidence-based practice
     7.1 Advance their own knowledge and practice abilities through access to and involvement in, where appropriate, research and practice development.
     7.2 Consider how evidence based practice, involving patients, clients, carers and other members of the health and social care team, enhances care delivery and learning opportunities.
     7.4 Disseminate findings from research and practice development to enhance the quality of learning, care delivery and academic environments.
8.   Leadership
     8.1. Demonstrate effective communication skills to facilitate delivery of educational programmes leading to registration or a recordable qualification.
     8.4 Demonstrate strategic vision for practice and academic development relevant to meeting NMC requirements.
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Identify final assessment component and element	**Component A**	

	A:	**B**:
% weighting between components A and B (Standard modules only)	N/A	N/A

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
A research proposal of 3000 words in length that describes, evaluates and reflects the design of a potential empirical inquiry into higher education, and reflect on its relevance to the participant's professional practice. Usually, the research proposal will have been designed solely by the participant, though where there has been an element of collaboration, a statement giving details of the nature and scope of the collaboration, signed by all parties, should	100%

be included. Any proposed collaborative work should be agreed with the module leader.

Those following the Nursing and Midwifery Council (NMC) route will be required to negotiate the focus of their investigation proposal with their Head of Department and/or relevant Programme Pathway Leader. They will need to focus their investigation proposal on programme development relevant to meeting NMC requirements.

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
A research proposal of 3000 words in length that describes, evaluates and reflects the design of a potential empirical inquiry into higher education, and reflect on its relevance to the participant's professional practice. Usually, the research proposal will have been designed solely by the participant, though where there has been an element of collaboration, a statement giving details of the nature and scope of the collaboration, signed by all parties, should be included. Any proposed collaborative work should be agreed with the module leader. Those following the Nursing and Midwifery Council (NMC) route will be required to negotiate the focus of their investigation proposal with their Head of Department and/or relevant Programme Pathway Leader. They will need to focus their investigation proposal on programme development relevant to meeting NMC requirements.	100%
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	